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ABSTRACT

This application of Virginia's Standards of Learning Objectives establishes a framework for health education and driver education instruction in the public schools to help students acquire the knowledge, skills, and attitudes necessary for success in school and for a productive life in the years beyond. The standards, which were developed and revised with the aid of teachers, supervisors, administrators, teacher educators, and representatives of state and volunteer health agencies and organizations, are intended to provide parents and other citizens with a better understanding of what students are expected to learn. Following a listing of 12 goals of health education, specific learning objectives are outlined for kindergarten through tenth grade. Topics covered include alcohol and other drugs; disease prevention and control; mental health; nutrition; personal health, growth, and wellness; and safety and first aid. A list of Department of Education staff and members of the revision committee are included. (ND)

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ED 399 228

Standards of Learning Objectives

for Virginia Public Schools

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Revised 1990

HEALTH

Including Driver Education

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INTRODUCTION

The Standards of Learning Program establishes a framework for instruction in the public schools. It includes objectives which help students acquire the knowledge, skills, and attitudes necessary for success in school and for a productive life in the years beyond.

The Standards of Learning Program was initiated with an objective adopted by the Board of Education in June 1981. Currently, its authority is in Standard 1.B of the Standards of Quality, which states:

> The Board of Education shall establish educational objectives to implement the development of the basic skills that are necessary for success in school and for a productive life in the years beyond, which shall be known as the Standards of Learning. School boards shall implement these objectives or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives utilized by the school division at each grade level.

In addition to benefitting students and teachers, the program will provide parents and other citizens with a better understanding of what students are expected to learn. With this better understanding, all of us will be able to work together more effectively to help students achieve the objectives.

The health and driver education Standards of Learning objectives were developed and revised with the aid of teachers, supervisors, administrators, teacher educators, and representatives of state and volunteer health agencies and organizations. They are not intended to reduce the total school program to a single list of objectives or to replace the curriculum that your school division already may have developed for its students.

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1989-1990

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GOALS OF HEALTH EDUCATION

To enable the student to cope with life and its challenges by

1. Developing a positive self-esteem, accepting and understanding others, and living cooperatively and harmoniously.

2. Knowing the responsibilities and effective behaviors associated with families and parenting.

3. Knowing and practicing principles of sound nutrition.

4. Practicing good hygiene and maintaining fitness.

5. Understanding the development and functions of the organs and systems of the body and the stages of growth.

6. Learning and practicing behaviors to prevent and control disease.

7. Learning and practicing habits of safe living, including responding to emergency situations and administering first aid.

8. Knowing the effects of alcohol and other drugs and developing a positive, drug-free lifestyle.

9. Evaluating and selecting health products, services, agencies, and organizations, and becoming knowledgable about health careers.

10. Assisting in solving problems which affect the health of individuals, the community, and the world.

11. Learning the responsibilities for good traffic citizenship.

12. Learning to make wise decisions when operating a motor vehicle.

HEALTH EDUCATION
STANDARDS OF LEARNING OBJECTIVES

KINDERGARTEN

ALCOHOL AND OTHER DRUGS

K.1 **The student will know the purpose of medicine and the need for its proper use.**
Descriptive Statement: The emphasis is on having a parent, teacher, or other responsible person present when the student is taking medicine and saying "no" to any other offer.

DISEASE PREVENTION AND CONTROL

K.2 **The student will demonstrate desirable health practices.**
Descriptive Statement: The emphasis is on washing hands and brushing teeth at appropriate times, covering the mouth and nose when coughing or sneezing, and not sharing personal items such as hats, combs, etc.

K.3 **The student will identify appropriate dress for all types of weather.**
Descriptive Statement: The emphasis is on seasonal/protective clothing and footwear, such as raincoats, boots, mittens, hats, coats, etc.

K.4 **The student will recognize the importance of individuals outside the family who care for others and aid in preventing illness.**
Descriptive Statement: This refers to the value of family members, doctors, nurses, dentists, teachers, firefighters, emergency medical technicians (EMTs), paramedics, law enforcement officers, etc.

K.5 **The student will describe the feeling of being well.**
Descriptive Statement: The emphasis is on describing and appreciating what it feels like to be well as opposed to being ill.

MENTAL HEALTH

K.6 **The student will participate as a member of a group.**
Descriptive Statement: The emphasis is on accepting responsibility and on sharing and helping others.

K.7 **The student will learn and practice ways to develop a positive self-image.**
Descriptive Statement: This includes learning the effects that positive and negative comments have on the self and others and maintaining a positive attitude.

K.8 **The student will demonstrate individual responsibility in the classroom.**
Descriptive Statement: This pertains to choosing centers or activities in which to participate, caring for school materials and play equipment, and caring for personal belongings.

K.9 **The student will identify family members and their responsibilities.**
Descriptive Statement: The emphasis is on the student's perception of the responsibilities of family members and their relationships and rights.

NUTRITION

K.10 **The student will understand that living things need food and water.**
Descriptive Statement: The emphasis is on recognizing, through observation, that plants and animals need food and water to live.

K.11 **The student will know and use desirable health practices when handling food.**
Descriptive Statement: The emphasis is on washing hands before eating, washing certain foods, not eating food dropped on the floor, and not sharing partially eaten foods.

K.12 **The student will practice appropriate eating habits.**
Descriptive Statement: The emphasis is on using eating utensils properly, chewing food properly, conversing pleasantly with other people, and following accepted guidelines for good table manners.

K.13 **The student will identify wholesome foods.**
Descriptive Statement: The emphasis is on identifying nutritious foods.

PERSONAL HEALTH, GROWTH, AND WELLNESS

K.14 **The student will develop and practice health habits related to personal hygiene and grooming.**
Descriptive Statement: The emphasis is on acceptable toilet habits and the demonstration of proper techniques for washing hands, brushing teeth, and using a comb or hairbrush.

K.15 **The student will identify and locate certain parts of the body.**
Descriptive Statement: The emphasis is on parts of the head, arms, legs, and trunk.

K.16 **The student will understand that living things grow and change.**
Descriptive Statement: The emphasis is on animal and human growth patterns of height, weight, and body parts.

K.17 **The student will discuss what to do if he/she is touched in an inappropriate manner.**
Descriptive Statement: The emphasis is on saying "no" to inappropriate touches from persons who are familiar or unfamiliar to the child and reporting the incident to a trusted adult.

SAFETY AND FIRST AID

K.18 **The student will follow recommended rules and procedures for bus safety.**
Descriptive Statement: This includes all aspects of safety from bus-stop loading and unloading to emergency evacuations from the bus.

K.19 **The student will demonstrate safe use of school equipment.**
Descriptive Statement: This pertains to safe use of pencils, scissors, playground equipment, and other school equipment.

K.20 **The student will keep foreign objects out of eyes, ears, nose, and mouth.**
Descriptive Statement: The emphasis is on the danger caused by placing small objects, foreign substances, and sharp instruments near the face and head.

K.21 **The student will demonstrate safe practices during emergency evacuations at home, school, or other public buildings.**
Descriptive Statement: The emphasis is on safe practices, such as walking, staying in line, not pushing, being quiet, and reporting to designated locations when participating in emergency drills.

K.22 **The student will know and use proper pedestrian and traffic safety rules.**
Descriptive Statement: This involves recognizing signs and signals and identifying moving emergency and non-emergency vehicles.

K.23 **The student will identify hazards in the environment and describe safe practices concerning them.**
Descriptive Statement: This involves understanding the dangers of firearms, fireworks, talking to strangers, befriending stray animals, bodies of water, and things that are hot.

K.24 **The student will demonstrate where and when to go for help and how or whom to phone for help.**
Descriptive Statement: The emphasis is on getting help when someone is ill, hurt, worried, frightened, lost, or in case of fire.

HEALTH EDUCATION
STANDARDS OF LEARNING OBJECTIVES

FIRST GRADE

ALCOHOL AND OTHER DRUGS

1.1 **The student will know some basic rules for the proper handling of medicines.**
Descriptive Statement: This involves an understanding that medicines should be stored properly and taken only in the presence of a doctor, parent, nurse, or other responsible person.

1.2 **The student will give examples of the various types of drugs and their risks.**
Descriptive Statement: This involves identifying tobacco, caffeine, and alcohol as drugs and emphasizing their harmful effects on the body.

DISEASE PREVENTION AND CONTROL

1.3 **The student will demonstrate proper health practices that help prevent illness and disease.**
Descriptive Statement: This includes covering the mouth and nose when coughing or sneezing, not sharing hats and combs, washing hands before eating and after using the bathroom, and washing certain foods before eating them.

1.4 **The student will recognize and report symptoms of discomfort.**
Descriptive Statement: This includes symptoms of fever, pain, upset stomach, headache, etc.

1.5 **The student will identify health helpers and their roles.**
Descriptive Statement: The emphasis is on individuals, such as doctors, nurses, dentists, and dental hygienists and their roles in promoting good health in the community.

MENTAL HEALTH

1.6 **The student will recognize and demonstrate socially acceptable and mentally healthy behavior.**
Descriptive Statement: The focus is on helping the student express in appropriate ways both positive feelings, such as pleasure, and negative feelings, such as disappointment and sadness.

1.7 **The student will practice responsible behavior in the classroom.**
Descriptive Statement: This pertains to performing classroom tasks, using and storing personal belongings and work materials, completing work assignments, and cooperating with and interacting within the group.

1.8 **The student will demonstrate an awareness of and respect for the rights and feelings of others.**
Descriptive Statement: This requires recognition of and respect for the feelings, opinions, and possessions of others and awareness of the rights of others to different feelings and opinions.

1.9 **The student will recognize situations that require decision making and demonstrate basic decision-making skills when presented with alternatives.**
Descriptive Statement: The emphasis is on making responsible choices in situations where he or she has permission to decide what to do.

NUTRITION

1.10 **The student will recognize and explain reasons why people need food and water.**
Descriptive Statement: The emphasis is on food and water for good health, strength, growth, and energy.

1.11 **The student will recognize and explore a variety of foods.**
Descriptive Statement: The emphasis is on students becoming acquainted with nutritious foods, such as yogurt or kiwi, that may or may not be in their diets.

1.12 **The student will name healthy snack foods.**
Descriptive Statement: The emphasis is on recognizing and listing nutritious snacks, such as yogurt and raw fruits and vegetables.

PERSONAL HEALTH, GROWTH, AND WELLNESS

1.13 **The student will recognize and practice good dental health.**
Descriptive Statement: The emphasis is on diet, daily brushing, flossing, regular dental checkups, accident prevention, and the consequences of chewing inappropriate objects.

1.14 **The student will develop personal habits of cleanliness and neatness.**
Descriptive Statement: The emphasis is on bathing, caring for teeth, and wearing clean clothing.

1.15 **The student will develop safe habits that prevent accidents at home.**
Descriptive Statement: This requires recognition of the dangers of matches or cigarette lighters, electrical appliances, sharp instruments, hazards in passageways, firearms, fireworks, and medicines.

1.16 **The student will recognize the dangers of the improper use of toxic substances.**
Descriptive Statement: The emphasis is on the dangers of ingesting, sniffing, or having contact with substances such as household cleansers, gasoline, solvents, acids, and pesticides.

1.17 **The student will practice fire safety.**
Descriptive Statement: The emphasis is on recognizing potential fire hazards, such as matches or lighters and electrical appliances, and knowing proper procedures to use in case of fire, including extinguishing burning clothing.

1.18 **The student will recognize the skills and attitudes that are needed to cope with being home alone.**
Descriptive Statement: This includes following family-designed rules for being alone, answering the telephone safely, and knowing where to go for help.

1.19 **The student will know the differences between appropriate and inappropriate touch and the response to the latter.**
Descriptive Statement: The emphasis is on saying "no" to inappropriate touch, whether initiated by a person who is familiar or unfamiliar to the student, and telling a trusted adult.

HEALTH EDUCATION
STANDARDS OF LEARNING OBJECTIVES

SECOND GRADE

ALCOHOL AND OTHER DRUGS

2.1 **The student will define drugs as substances that affect the mind and/or body functions.**
Descriptive Statement: The emphasis is on identifying drugs such as alcohol, nicotine, caffeine, prescription drugs, and street drugs.

2.2 **The student will identify and demonstrate refusal skills.**
Descriptive Statement: This involves choosing and demonstrating ways to refuse drugs, such as walking away or saying "no thank you."

DISEASE PREVENTION AND CONTROL

2.3 **The student will identify and practice good personal health habits.**
Descriptive Statement: This includes cleanliness, brushing and flossing teeth, and avoiding exposure to communicable (infectious) diseases.

2.4 **The student will know that keeping the home, school, and community clean helps prevent disease.**
Descriptive Statement: This includes practices such as preventing littering, cleaning up litter, covering food, and covering garbage.

MENTAL HEALTH

2.5 **The student will describe and practice attitudes and behaviors that make one a good family member, classmate, and friend.**
Descriptive Statement: This includes being honest and kind, not saying things to hurt others' feelings, listening to others with respect, being dependable, helping others when they need help, and being cheerful about work and play.

2.6 **The student will make decisions concerning daily activities.**
Descriptive Statement: This involves identifying alternative solutions to everyday problems and making choices from among those alternatives.

2.7 **The student will recognize the importance of the roles of family members.**
Descriptive Statement: The emphasis is on the student's place in, responsibilities to, and benefits from the family.

2.8 **The student will demonstrate an awareness of feelings in self and others.**
Descriptive Statement: The emphasis is on differentiation between pleasant and unpleasant emotions and appropriate and inappropriate responses to them.

2.9 **The student will recognize stressful situations and choose healthy outlets to deal with stress.**
Descriptive Statement: This involves identifying stress related to the family and to school and learning ways to reduce stress, such as discussing feelings or engaging in positive physical activity.

NUTRITION

2.10 **The student will identify the food groups and a variety of foods from each group and plan a well-balanced meal.**
Descriptive Statement: This involves naming the groups, matching foods to their groups, and planning a meal with foods from several groups.

2.11 **The student will observe and discuss ways that eating affects activity and growth.**
Descriptive Statement: This involves observing how plants and chicks are affected by what they are given to eat.

2.12 **The student will select nutritious snacks that promote good health, especially dental health.**
Descriptive Statement: The emphasis is on selecting foods such as milk and yogurt, which are high in calcium, and raw vegetables and fruits, which are high in fiber, as opposed to foods high in salt, fat, and sugar.

PERSONAL HEALTH, GROWTH, AND WELLNESS

2.13 **The student will explain environmental factors that affect health.**
Descriptive Statement: The emphasis is on factors such as using drinking fountains appropriately, flushing toilets, avoiding undesirable noise levels, and disposing of trash.

2.14 **The student will practice proper care of the sense organs.**
Descriptive Statement: The emphasis is on cleanliness and the protection of the sense organs.

2.15 **The student will demonstrate pedestrian, traffic, and bicycle safety.**
Descriptive Statement: The emphasis is on the importance of looking both ways before crossing streets, observing traffic signals, using sidewalks, wearing seat belts, and using bicycles safely.

2.16 **The student will identify procedures to follow in case of an accident or sudden illness.**
Descriptive Statement: The emphasis is on the importance of not moving the victim and obtaining help as quickly as possible.

2.17 **The student will practice safe habits in the school environment.**
Descriptive Statement: The emphasis is on the dangers of running in the building, pushing students, throwing objects, etc.

2.18 **The student will recognize that certain behaviors may signal danger.**
Descriptive Statement: The emphasis is on actions by strangers or familiar persons that may alert students to potential danger (e.g., staring, following, bribing, getting too close, and inappropriate touching).

2.19 **The student will describe responsible procedures for personal safety when unsupervised.**
Descriptive Statement: The emphasis is on procedures for emergencies, stranger danger, and answering the telephone or door. This knowledge is needed by all children who are left alone for a period of time.

2.20 **The student will identify possible fire hazards in the environment.**
Descriptive Statement: This includes hazards around the home, such as sources of heat, electrical cords and appliances, and gasoline and cigarettes, as well as outdoor hazards, such as campfires, trash burning, and careless smokers.

2.21 **The student will know and practice fire drill procedures at home and school.**
Descriptive Statement: The emphasis is on drills, escape procedures, and the use of smoke detectors. This includes the "stop, drop, roll" procedure, with instructions to cover the face unless the sleeves are on fire.

HEALTH EDUCATION
STANDARDS OF LEARNING OBJECTIVES

THIRD GRADE

ALCOHOL AND OTHER DRUGS

3.1 **The student will recognize how drugs affect health.**
Descriptive Statement: The emphasis is on identifying the effects of the improper use of prescription and over-the-counter drugs.

3.2 **The student will identify common legal drugs and their harmful effects.**
Descriptive Statement: The emphasis is on the physical and behavioral effects of nicotine, alcohol, and caffeine.

3.3 **The student will know and practice strategies to "Just Say No" to drug use.**
Descriptive Statement: The emphasis is on identifying situations in which one can make a personal choice, examining alternatives, and demonstrating techniques for saying "no" in negative peer-pressure situations.

DISEASE PREVENTION AND CONTROL

3.4 **The student will identify sources of air pollution and its effect on health.**
Descriptive Statement: This includes identifying such sources of pollution as motor vehicles, industry, smoking, and leaf and trash burning and ways they affect the body.

3.5 **The student will identify sources of water and land pollution and their effects on health.**
Descriptive Statement: This includes identifying such sources of pollution as sewage, factories, erosion, landfills, litter, and garbage and their impact on general health.

3.6 **The student will identify sources of noise pollution and its effect on health.**
Descriptive Statement: This includes identifying such sources of pollution as machinery, traffic, loud music, and people and ways they affect the body.

3.7 **The student will understand various ways of contracting communicable (infectious) diseases.**
Descriptive Statement: This includes knowing how germs (bacteria and viruses) are spread (e.g., coughing and sneezing; sharing food, eating utensils, or other personal items) and knowing that proper rest, nutrition, water, exercise, and low emotional stress may help ward off diseases.

3.8 **The student will identify ways to prevent the spread of disease.**
Descriptive Statement: This includes identifying community health workers, such as doctors, nurses, dentists, sanitarians, and scientists as preventers of disease, and recognizing the need for vaccinations, immunizations, and regular checkups.

MENTAL HEALTH

3.9 **The student will recognize that family members are interdependent.**
Descriptive Statement: This pertains to assuming home responsibilities, participating in family recreation, getting along with family members, and dealing with family crises.

3.10 **The student will demonstrate appropriate interpersonal problem-solving skills.**
Descriptive Statement: This includes talking about problems rather than fighting, arguing fairly, expressing one's feelings in a way that doesn't put the other person down, listening to another's view with respect, and learning how to compromise.

3.11 **The student will recognize the importance of acquiring hobbies and using leisure time appropriately.**
Descriptive Statement: This involves discussing types of hobbies and leisure-time activities, why they are enjoyable, and their importance to mental health.

3.12 **The student will describe the types of behavior that lead to making, keeping, and losing friends.**
Descriptive Statement: The emphasis is on behaviors that help children make and keep friends, such as having a friendly attitude, sharing, using appropriate manners and language, accepting others' attitudes and feelings, and providing positive reinforcement to others. Behaviors that cause children to lose friends include verbal or physical aggression and violations of relationships, such as lying, cheating, or breaking promises.

NUTRITION

3.13 **The student will identify foods that are needed for energy and growth.**
Descriptive Statement: This involves describing one function of each of the six nutrient groups (e.g., protein helps build muscles) and identifying one good food source for each group.

3.14 **The student will describe how emotions and eating are interrelated.**
Descriptive Statement: The emphasis is on describing how emotions, both positive and negative, may affect appetite and eating and how eating may affect emotions.

PERSONAL HEALTH, GROWTH, AND WELLNESS

3.15 **The student will recognize individual growth patterns.**
Descriptive Statement: This refers to the recognition of variations in growth patterns of the teeth and skeleton and how they affect size, appearance, and self-concept. This would include an awareness of handicapping conditions that affect growth.

3.16 **The student will recognize functions of certain systems of the human body.**
Descriptive Statement: The emphasis is on developing an awareness of the major body organs and systems and how they interrelate. The skeletal and muscular systems and the organs of the circulatory, digestive, nervous, and respiratory systems will be stressed.

SAFETY AND FIRST AID

3.17 **The student will describe and demonstrate the correct procedure in reporting and responding to an emergency.**
Descriptive Statement: The emphasis is on knowing how, what, and where to report an emergency, recognizing the sound of alarms and identifying the means of safe escape, including a safe gathering place.

3.18 **Students will know rules and precautions for leisure-time activities.**
Descriptive Statement: This includes a knowledge of safety practices and rules when using bicycles, roller skates, skateboards, and other play equipment.

3.19 **The student will know rules and precautions of water safety.**
Descriptive Statement: The emphasis is on safety practices for swimming, boating, fishing, and other water-related activities.

3.20 **The student will identify dangers in the immediate environment.**
Descriptive Statement: The emphasis is on recognizing the hazards of firearms; fireworks; uncontrolled fires; toxic substances such as cleaning products, fuels and paints; and dangerous and contaminated areas. The dangers of natural gas leaks, poisonous plants, reptiles, and animals should also be addressed.

3.21 **The student will explain traffic safety practices.**
Descriptive Statement: The emphasis is on vehicle and bus safety. This includes wearing seat belts, being courteous to the driver, entering vehicles on the curb side, locking vehicle doors, etc.

3.22 **The student will practice pedestrian safety.**
Descriptive Statement: This requires recognizing hazardous intersections, using proper crosswalks, wearing appropriate clothing, and walking facing the flow of traffic.

3.23 **The student will have knowledge of skills and attitudes that are useful for coping with being home alone.**
Descriptive Statement: The emphasis is on recognizing potential sources of help in case of emergency, such as police officers, firefighters, trusted neighbors, or school personnel. This would also include knowing home hazards, bathroom and kitchen safety, proper telephone procedures, proper use of electrical equipment, and simple first aid techniques.

3.24 **The student will learn ways to recognize and respond to potential dangers of familiar persons and/or strangers.**
Descriptive Statement: The emphasis is on identifying inappropriate touches, noticing and reacting to suspicious behavior of others, and learning appropriate procedures for resisting and reporting physical or sexual abuse.

HEALTH EDUCATION
STANDARDS OF LEARNING OBJECTIVES

FOURTH GRADE

ALCOHOL AND OTHER DRUGS

4.1 **The student will give reasons for the use of legal and illegal drugs.**
Descriptive Statement: The emphasis is on knowing the reasons for drug use.

4.2 **The student will recognize the dangers of using alcohol, tobacco, and other drugs.**
Descriptive Statement: The emphasis is on the adverse effects of alcohol, tobacco, and other drugs on the individual.

4.3 **The student will differentiate between positive and negative peer pressure and will demonstrate refusal skills.**
Descriptive Statement: The emphasis is on making good choices and developing refusal skills.

DISEASE PREVENTION AND CONTROL

4.4 **The student will recognize symptoms that may indicate an allergic or toxic reaction or other serious illness.**
Descriptive Statement: The emphasis is on knowing that symptoms such as dizziness, eye twitch, fever, headache, itching, sore throat, and upset stomach may signal a problem that needs immediate attention.

4.5 **The student will define the term "communicable disease" (infectious disease) and identify ways in which diseases are transmitted.**
Descriptive Statement: The emphasis is on the many ways by which diseases are transmitted, including by humans, insects, animals, air, and water.

4.6 **The student will identify the body's defenses against communicable (infectious) diseases.**
Descriptive Statement: This involves identifying and describing the body's defenses, including the skin, mucous membranes, and blood cells. Proper diet, rest, exercise, and emotional well-being should also be included.

4.7 **The student will identify certain diseases that may be prevented.**
Descriptive Statement: This includes diseases such as diphtheria, whooping cough, tetanus, polio, measles, rubella, and mumps.

4.8 **The student will recognize the difference between scientific facts and misconceptions as they relate to disease.**
Descriptive Statement: The emphasis is on learning the value of the scientific process in establishing facts about health and the treatment of illness versus superstitions, myths, and other misinformation.

MENTAL HEALTH

4.9 **The student will list behaviors that contribute to positive mental growth and development.**
Descriptive Statement: This list should include assuming more responsibility, recognizing the need for rules and regulations, and desiring to improve behavior.

4.10 **The student will recognize that a balance of daily activities contributes to good mental health.**
Descriptive Statement: The emphasis is on knowing the interrelatedness of work, play, rest, diet, and mental well being.

4.11 **The student will demonstrate socially acceptable habits and mentally healthy attitudes toward success and disappointments.**
Descriptive Statement: This includes a modest approach to success, recognition of the accomplishments of others, and acceptance of disappointments and constructive criticism.

4.12 **The student will know ways the extended family members contribute to the immediate family.**
Descriptive Statement: This includes ways extended family members, such as grandparents, aunts, uncles, cousins, and significant others, may support and enrich family life.

4.13 **The student will recognize the positive and negative influences of peer groups.**
Descriptive Statement: This involves becoming aware that peers influence attitudes and behavior, realizing that the effects may be either positive or negative, and learning to choose positive influences, such as scouts, athletic teams, and special-interest clubs.

4.14 **The student will recognize the positive and negative influences of the media on one's personal health choices.**
Descriptive Statement: This includes discussion of the methods used in advertising products which may be detrimental to health and ways to make informed decisions about whether or not to purchase and use these products.

NUTRITION

4.15 **The student will evaluate a personal diet in relationship to a balanced diet.**
Descriptive Statement: This involves keeping a personal weekly food log and comparing it to a balanced diet to modify, if necessary, individual eating habits.

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4.16 **The student will describe how eating between meals relates to having a healthy diet.**
Descriptive Statement: The emphasis is on helping students learn to manage their daily food intake.

4.17 **The student will demonstrate knowledge of food safety practices.**
Descriptive Statement: These practices include keeping food at the appropriate temperature to ensure safe consumption and using sanitary measures in food preparation.

PERSONAL HEALTH, GROWTH, AND WELLNESS

4.18 **The student will identify the different parts of a cell and distinguish among different kinds of cells in the body.**
Descriptive Statement: The cell parts to be emphasized are protoplasm, cell membrane, and nucleus. Skin, muscle, and blood cells are to be studied.

4.19 **The student will explain the structure of the circulatory, respiratory, digestive, and nervous systems.**
Descriptive Statement: The emphasis is on identifying and locating organs within each system.

4.20 **The student will recognize changes that occur during puberty.**
Descriptive Statement: The emphasis is on the physical and emotional changes.

SAFETY AND FIRST AID

4.21 **The student will identify and explain first aid procedures for emergencies.**
Descriptive Statement: These procedures include basic first aid techniques for treating the following emergencies: bleeding, poisoning, drug overdose, choking, burns, and cessation of breathing.

4.22 **The student will describe safety rules for bicycling, motorbiking, hiking, and camping.**
Descriptive Statement: The emphasis is on maintaining the equipment, wearing appropriate clothing, selecting a campsite, storing foods, and building and extinguishing fires.

4.23 **The student will describe skills and behaviors that are useful for coping with being home alone.**
Descriptive Statement: The emphasis is on discussing beneficial skills and appropriate behaviors for self-care, such as answering the door.

HEALTH EDUCATION
STANDARDS OF LEARNING OBJECTIVES

FIFTH GRADE

ALCOHOL AND OTHER DRUGS

5.1 **The student will explain the effects of tobacco, alcohol, inhalants, steroids, and other drugs on the systems of the body.**
Descriptive Statement: The emphasis is on adverse effects to the respiratory, circulatory, nervous, digestive, and reproductive systems.

5.2 **The student will critique the way media depict drug use.**
Descriptive Statement: The focus is on media messages and advertisements that promote the use of tobacco, alcohol, and other drugs (including prescription and over-the-counter drugs).

5.3 **The student will assess the legal impact of possessing and/or using tobacco, alcohol, and other drugs.**
Descriptive Statement: Attention is focused on laws concerning prescription and over-the-counter drugs, alcohol (including wine coolers), tobacco (including smokeless products), marijuana, phencyclidine (PCP), cocaine (including crack), and other fad drugs.

5.4 **The student will list and locate sources of help for people who have problems with tobacco, alcohol, and other drugs.**
Descriptive Statement: The emphasis is on accessing help from various sources which include parents, teachers, and other school personnel.

5.5 **The student will demonstrate strategies for not using tobacco, alcohol and other drugs.**
Descriptive Statement: The focus is on practicing strategies in simulated situations.

DISEASE PREVENTION AND CONTROL

5.6 **The student will recognize one's responsibility for the prevention and control of disease.**
Descriptive Statement: This pertains to practicing proper health habits related to nutrition, exercise, rest, and cleanliness; seeking medical assistance; and observing environmental and health ordinances.

5.7 **The student will identify the causes and symptoms of certain communicable diseases.**
Descriptive Statement: The emphasis is on microorganisms, such as bacteria, protozoa and viruses (including HIV - Human Immunodeficiency Virus) that cause communicable disease. Diseases may include tuberculosis, the common cold, measles, mumps, chicken pox, influenza, strep throat, dysentery, and AIDS (Acquired Immune Deficiency Syndrome).

5.8 **The student will identify possible causes and symptoms of certain noncommunicable (noninfectious) diseases.**
Descriptive Statement: The diseases to be emphasized are diabetes, epilepsy, cancer, chemical dependency, and cardiovascular disorders, such as heart attack, stroke, and hypertension.

MENTAL HEALTH

5.9 **The student will demonstrate an understanding of positive mental health practices.**
Descriptive Statement: The emphasis is on behaviors that contribute to feelings of self-worth and well-being, such as taking responsibility for one's actions, being willing to admit mistakes and accept criticism, dealing appropriately with conflict, treating others with courtesy and respect, and seeking help when needed to solve problems.

5.10 **The student will use the decision-making process.**
Descriptive Statement: This includes gathering pertinent facts regarding a problem, weighing alternative solutions, foreseeing possible consequences, making a choice, and evaluating the results.

5.11 **The student will demonstrate an understanding of the emotional changes associated with the onset of puberty.**
Descriptive Statement: The emphasis is on the many new and mixed feelings, the confusion that these may cause, and reactions to these emotional changes.

5.12 **The student will participate appropriately in group activities.**
Descriptive Statement: The emphasis is on the individual's contribution in any group situation.

5.13 **The student will describe causes of stress and list ways to deal with it.**
Descriptive Statement: The emphasis is on identifying the varieties of situations that can cause stress, including exciting or upsetting events, and on ways to handle stress, such as following a systematic approach to decision making.

5.14 **The student will demonstrate courtesy to and respect for others, including those with handicapping conditions.**
Descriptive Statement: Attention would be given to being courteous and offering appropriate assistance to individuals with handicapping conditions.

NUTRITION

5.15 **The student will identify and describe the function of the six major classes of nutrients and fiber and describe the function and hazards of food additives and preservatives.**
Descriptive Statement: The emphasis is on recognizing carbohydrates, fats, minerals, proteins, vitamins, water, fiber, additives, and preservatives on food labels and knowing how each class of substances affects the body.

5.16 **The student will plan and eat a well-balanced, varied diet for three days.**
Descriptive Statement: This involves developing breakfast, lunch, snack, and dinner menus, keeping a log of what was actually eaten, and discussing the nutritional value of what was planned and eaten.

5.17 **The student will demonstrate an understanding of how body energy is related to eating.**
Descriptive Statement: Two key points of the relationship between eating and body energy are the varying energy values (caloric intakes) of different foods and the varying expenditures (caloric demands) of different activities and lifestyles.

PERSONAL HEALTH, GROWTH, AND WELLNESS

5.18 **The student will explain the structure and function of the body systems.**
Descriptive Statement: The body systems to be included are the muscular, respiratory, circulatory, lymphatic, nervous, excretory, digestive, skeletal, endocrine, and reproductive systems.

5.19 **The student will identify changes that occur during puberty and their effects on growth and development.**
Descriptive Statement: The factors to be emphasized are growth spurts, emotional changes, and secondary sexual changes caused by increased hormonal activity.

5.20 **The student will demonstrate awareness of the immediate and long-term health benefits of making appropriate lifestyle choices.**
Descriptive Statement: The emphasis is on dietary habits, exercise (including health-related fitness), and programs that promote wellness.

SAFETY AND FIRST AID

5.21 **The student will identify hazards that could be found in the home and recognize procedures necessary for rectifying the situations.**
Descriptive Statement: This includes identifying safety procedures, such as making certain that rugs and carpets are secure, disposing of ashes, repairing faulty electrical appliances, and properly storing and handling flammable liquids.

5.22 **The student will recognize that triggering false alarms and committing arson are violations of the law.**
Descriptive Statement: Attention will be given to the consequences of triggering false alarms and committing arson.

5.23 **The student will practice first aid procedures for choking and minor injuries.**
Descriptive Statement: The emphasis is on using the appropriate first aid procedures for choking, minor cuts, bites, rashes, and blisters.

HEALTH EDUCATION
STANDARDS OF LEARNING OBJECTIVES

SIXTH GRADE

ALCOHOL AND OTHER DRUGS

6.1 **The student will develop a personal plan for a drug-free life.**
Descriptive Statement: The emphasis is on developing and practicing good mental and physical health habits; being a good student; engaging in healthy activities, such as hobbies and youth groups; recognizing problems and getting help for them if needed; and learning to be assertive against social and media pressure.

6.2 **The student will demonstrate an understanding of laws and school rules prohibiting the use and distribution of drugs.**
Descriptive Statement: This includes knowing what can happen to students and other persons who break the law or violate school policies.

6.3 **The student will discuss and practice ways to resist peer pressure to use drugs.**
Descriptive Statement: The emphasis is on using the five-step decision-making process. Additional emphasis should be placed on ways to resist peer pressure, such as making decisions ahead of time, removing one's self from the situation, and spending more time with friends who do not use drugs.

6.4 **The student will analyze reasons why people use tobacco, alcohol, and other drugs.**
Descriptive Statement: The emphasis is on factors that encourage people to use tobacco, alcohol, and other drugs (e.g., advertisements, peer pressure, curiosity, desire for "escapism," and heredity).

DISEASE PREVENTION AND CONTROL

6.5 **The student will identify diseases that can be controlled or prevented by immunization.**
Descriptive Statement: The emphasis is on diseases such as smallpox, measles, mumps, diphtheria, polio, rubella, and tetanus.

6.6 **The student will identify various health agencies and organizations and their roles in preventing and controlling disease.**
Descriptive Statement: The emphasis is on local, state, and federal agencies and organizations.

6.7 **The student will identify the contributions of scientists to the field of health.**
Descriptive Statement: The emphasis is on an awareness of contributions made by scientists of the past and present, such as Louis Pasteur, Robert Koch, Joseph Lister, Jonas Salk, Edward Jenner, and Charles Drew.

6.8 **The student will explain natural immunity.**
Descriptive Statement: The emphasis is on the relationship between a healthy lifestyle (diet, sleep, exercise, etc.) and the body's outer defenses (e.g., the skin, mucus, tears, saliva, white blood cells, and antibodies) in providing natural immunity to germs.

MENTAL HEALTH

6.9 **The student will recognize that thoughts and feelings are transferred by the nervous system into physical reactions.**
Descriptive Statement: Physical actions to be discussed include common emotional reactions (such as crying and laughing), habits, and reflex actions.

6.10 **The student will describe the characteristics of a good self-image and list some attitudes and behaviors that can help improve one's self-image.**
Descriptive Statement: The emphasis is placed on characteristics such as willingness to try new things, not letting mistakes destroy self-confidence, feeling that one is a unique and special person, and accepting differences in others. Additional emphasis should be placed on ways to improve one's self-image, such as learning positive ways to deal with disappointment.

6.11 **The student will explain and demonstrate ways to build good relationships and explain the importance of these relationships.**
Descriptive Statement: The emphasis is placed on building positive relationships with friends and family members and on understanding the value of these relationships.

6.12 **The student will recognize stressful situations and will practice stress-management techniques.**
Descriptive Statement: The emphasis is on the use of strategies to alleviate stress in daily situations.

NUTRITION

6.13 **The student will understand the relationship of food intake and physical activity to body weight.**
Descriptive Statement: The emphasis is on establishing individual weight charts and keeping a record of caloric intake and physical activity.

6.14 **The student will analyze food advertising, fads, and fallacies.**
Descriptive Statement: The emphasis is on critiquing food advertising to separate fact from fallacy.

6.15 **The student will explain the relationship between a nutritious diet and a healthy body.**
Descriptive Statement: The emphasis is on knowing the importance of various nutrients and adequate water for the body's maintenance (including immunity to disease) and growth and development during puberty, and the importance of avoiding foods that are high in saturated fat, sodium, sugar, additives, and preservatives.

PERSONAL HEALTH, GROWTH, AND WELLNESS

6.16 **The student will describe how the body systems work together.**
Descriptive Statement: The emphasis is on organs in each system and how these systems affect personal well-being, growth, development, and total fitness.

6.17 **The student will analyze the relationship between body changes and personal hygiene.**
Descriptive Statement: The emphasis is on those body changes, such as increased activity of oil glands, that require additional attention to personal hygiene .

SAFETY AND FIRST AID

6.18 **The student will know steps for accident prevention and will apply safety practices in the school environment.**
Descriptive Statement: This involves practicing safety in the gym, shop, lab, locker and shower rooms, restrooms, and other areas of the school.

6.19 **The student will know safe procedures for dealing with fires.**
Descriptive Statement: The emphasis is on the identification of different kinds of fires, proper ways to extinguish fires, evacuation plans, and fire prevention, including the use of smoke detectors and residential sprinkler systems.

6.20 **The student will demonstrate knowledge of firearm safety.**
Descriptive Statement: The emphasis is on safety rules for use of all firearms.

6.21 **The student will demonstrate knowledge of the correct use of emergency phone numbers and where to locate emergency phone numbers necessary for specific emergencies.**
Descriptive Statement: The emphasis is on the correct use of emergency phone numbers and knowing whom to call in certain emergency situations,(e.g., parents, poison control, police, fire, and rescue).

6.22 **The student will list items that should be included in a first aid kit.**
Descriptive Statement: The emphasis is on essential supplies such as dressings, bandages, band-aids, tape, alcohol, and a list of emergency phone numbers.

6.23 **The student will know the safety procedures to be used and recognize the importance of preparing for natural disasters.**
Descriptive Statement: This includes safety techniques and the appropriate precautions used during disasters, such as tornadoes, hurricanes, floods, earthquakes, forest fires, winter storms, and electrical storms.

HEALTH EDUCATION
STANDARDS OF LEARNING OBJECTIVES

SEVENTH GRADE

ALCOHOL AND OTHER DRUGS

7.1 **The student will distinguish among the classifications of drugs.**
Descriptive Statement: The emphasis is on over-the-counter, prescription, and illegal drugs. Classifications of drugs include narcotics, hallucinogens, stimulants, depressants, and inhalants.

7.2 **The student will know the dangers of the improper use of drugs.**
Descriptive Statement: The emphasis is on the kinds of drugs improperly used, drug dependency, mixing of drugs, side effects, drug overdoses, transmission of disease, and the violence related to the drug culture. (Special attention should be given to discussing the dangers of current street drugs and steroids.)

7.3 **The student will analyze media messages with regard to alcohol and other drugs.**
Descriptive Statement: The emphasis is on critiquing advertisements for alcohol and other drugs in order to separate fact from fallacy.

7.4 **The student will explain alternatives to the use of tobacco, alcohol, and other drugs.**
Descriptive Statement: The emphasis is on time and stress management; the use of recreational activities as alternatives to the use of tobacco, alcohol, and other drugs; and the development of other coping skills.

DISEASE PREVENTION AND CONTROL

7.5 **The student will explain how taking precautions can protect one from communicable (infectious) diseases.**
Descriptive Statement: This will include health practices such as nutrition, rest, checkups, immunization, cleanliness, and abstinence from high-risk behavior.

7.6 **The student will identify possible causes, symptoms, treatment, prevention, and transmission of certain communicable (infectious) diseases.**
Descriptive Statement: The emphasis is on hepatitis, mononucleosis, and sexually transmitted diseases, including AIDS (Acquired Immune Deficiency Syndrome), .

7.7 **The student will identify possible causes, symptoms, prevention, and treatment of certain noncommunicable (noninfectious) diseases.**
Descriptive Statement: The emphasis is on cardiovascular diseases; neurological diseases; cancer; diabetes; sickle cell anemia; bone, joint, and muscle diseases; and chemical dependency.

7.8 **The student will identify communicable (infectious) diseases common to other countries.**
Descriptive Statement: The emphasis is on identification of diseases, such as hepatitis, malaria, dysentery, leprosy, cholera, and AIDS (Acquired Immune Deficiency Syndrome).

MENTAL HEALTH

7.9 **The student will learn and practice self-care habits that are conducive to good mental health.**
Descriptive Statement: This involves factors such as grooming and personal hygiene, adequate exercise and relaxation, adequate rest, and a good diet.

7.10 **The student will identify the basic emotional needs of human beings and demonstrate awareness of how these needs may be met in healthful ways.**
Descriptive Statement: This involves being aware of emotional needs, such as the need for acceptance, affection, self-respect, and security, and developing a plan for meeting those needs.

7.11 **The student will learn and practice age-appropriate problem-solving skills.**
Descriptive Statement: This involves knowing the problem-solving process, including recognizing when to make a decision without adult assistance and when to seek input from a parent, mental health resource person, or some other trusted adult.

7.12 **The student will identify and describe the basic physical needs and their relationship to mental health.**
Descriptive Statement: This involves identifying physical needs, such as clean air and water, proper food, adequate rest, appropriate clothing and shelter, and describing their relationship to mental health.

7.13 **The student will recognize signs of personal and family problems and demonstrate awareness of community mental health resources.**
Descriptive Statement: This includes problems such as intrapersonal and interpersonal conflict, depression, loneliness, family violence, divorce, and death (including suicide).

NUTRITION

7.14 **The student will describe the role of nutrients in preventing disease.**
Descriptive Statement: This involves knowing key nutrients and sources for obtaining them and describing the contributions they make toward maintaining good health and immunity to disease.

7.15 **The student will know the importance of a proper diet and adequate water to growth and development during adolescence.**
Descriptive Statement: This includes recognizing the normality of being temporarily plump or thin during the adolescent growth spurt, the need for an appropriate intake of proper nutrients during the adolescent growth spurt, the importance of not dieting except under medical supervision, and the dangers of fad diets and "miracle" drugs.

7.16 **The student will know the names, symptoms, and causes of common eating disorders and where to seek help for these conditions.**
Descriptive Statement: The disorders include anorexia nervosa and bulimia.

7.17 **The student will understand how dietary guidelines may be used for making healthful food choices.**
Descriptive Statement: This includes knowing how to use the Dietary Guidelines for Americans and how proper nutrition may be obtained through omnivorous and vegetarian diets.

PERSONAL HEALTH, GROWTH, AND WELLNESS

7.18 **The student will analyze the effects of growth and development.**
Descriptive Statement: The emphasis will be on the influence of physical changes on the development of individual attitudes and interests.

7.19 **The student will be able to explain how exercise helps improve mental and physical health.**
Descriptive Statement: The emphasis is on understanding the benefits of exercise on the cardiovascular, respiratory, and muscular systems and on body composition. In addition, emphasis is placed on how exercise can assist self-esteem and the ability to handle stress.

7.20 **The student will develop criteria for making informed consumer decisions regarding health products.**
Descriptive Statement: The emphasis will be on clarification of superstitions and misconceptions, sources of reliable information, and propaganda techniques that influence the selection of health products.

7.21 **The student will analyze the effects of environmental factors on individual and community health.**
Descriptive Statement: The emphasis will be on the impact of air, noise, and water pollution; pesticides; sewage; and waste disposal on individual and community health.

7.22 **The student will recognize sudden illnesses and demonstrate appropriate first aid.**
Descriptive Statement: This includes identification of illnesses, such as stroke, heart attack, convulsion, choking, and seizure, and knowledge of basic first aid for treating them.

7.23 **The student will recognize the types of wounds and demonstrate proper first aid for treating them.**
Descriptive Statement: The emphasis is on identifying and providing first aid for abrasions, lacerations, punctures, incisions, and contusions (bruises).

7.24 **The student will recognize injuries to bones, muscles, and joints and demonstrate care for them.**
Descriptive Statement: This includes identifying sprains, strains, fractures, and dislocations and providing first aid for these injuries.

7.25 **The student will identify first aid for conditions caused by the ill effects of heat and cold.**
Descriptive Statement: This pertains to burns, frostbite, heat exhaustion, and heat stroke

HEALTH EDUCATION
STANDARDS OF LEARNING OBJECTIVES

EIGHTH GRADE

ALCOHOL AND OTHER DRUGS

8.1 **The student will examine the role of tobacco, alcohol, and other drugs in our society.**
Descriptive Statement: The emphasis is on the economic impact and the glamorization that denies the health risks of drug use.

8.2 **The student will identify and describe the physiological and psychological effects of some common drugs and drug combinations.**
Descriptive Statement: This involves identifying chemicals found in drugs and understanding their immediate and long-term effects on the mental and physical health of the individual. The effects of drug use during puberty are emphasized.

8.3 **The student will describe the problems associated with the use of alcohol and other drugs.**
Descriptive Statement: The emphasis is on the characteristics of an alcohol or drug user and ensuing individual, family, and societal problems. Topics might include, but are not limited to, fetal alcohol syndrome, child abuse, job loss, destroyed relationships, and AIDS.

8.4 **The student will recognize drug-related or addictive conditions and demonstrate knowledge of programs and facilities designed to help individuals and families with alcohol and other drug-related problems.**
Descriptive Statement: The emphasis is on locally available resources that deal with specific drug-related problems. Such resources include guidance counselors, Alcoholics Anonymous and similar groups, rehabilitation and crisis intervention centers, smoking clinics, and hot lines.

8.5 **The student will know the laws and school policies governing tobacco, alcohol and other drugs.**
Descriptive Statement: The emphasis is on knowing school policies and local, state, and federal laws concerning the use, possession, and distribution of tobacco, alcohol, and other drugs. Laws concerning teenagers are emphasized.

8.6 **The student will describe how one's value system may be challenged by peer pressure and identify the methods for resistance.**
Descriptive Statement: The emphasis is on assertiveness and strengthening self-confidence for making positive decisions pertaining to issues that conflict with peers' behaviors.

MENTAL HEALTH

8.7 **The student will understand emotional needs associated with adolescence and learn healthy ways to meet these needs.**
Descriptive Statement: This includes being aware of the adolescents' ongoing need for affection and emotional support and learning ways these needs and others may be met appropriately through family, friends and self-care.

8.8 **The student will develop coping skills for dealing with separation and loss.**
Descriptive Statement: Emphasis is placed on understanding the normal grief reaction that results from situations such as friends moving, parents divorcing, friends and relatives dying or committing suicide and on learning healthy ways to express this grief.

8.9 **The student will explore the stages of aging and needs of the elderly.**
Descriptive Statement: The emphasis is on physical changes; home safety; and emotional, physical, and nutritional needs.

PERSONAL HEALTH, GROWTH, AND WELLNESS

8.10 **The student will explain how heredity influences growth patterns and other inherited traits.**
Descriptive Statement: The emphasis is on acquiring knowledge about chromosomes, DNA, and the transmission of inherited traits, such as height, weight, bone structure, body build, and the color of eyes, hair, and skin.

8.11 **The student will describe the major body systems and their functions.**
Descriptive Statement: This includes the skeletal, muscular, respiratory, digestive, circulatory, excretory, nervous, reproductive, endocrine, and lymphatic systems.

8.12 **The student will describe professional services for preventive care and treatment of common health problems in the community.**
Descriptive Statement: The emphasis is on health-care specialists who deal with the prevention and treatment of problems involving the eyes, ears, teeth, skin, hair, and body systems.

8.13 **The student will know, through study and personal experience, the benefits of exercise.**
Descriptive Statement: The emphasis is on the physical, emotional, intellectual, and social benefits of exercise.

8.14 **The student will know the components of physical fitness and understand how to improve them.**
Descriptive Statement: The emphasis is on the health-related components (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition). Skill-related components (agility, balance, coordination, power,

8.15 **The student will demonstrate knowledge of appropriate safety practices in the home and community.**
Descriptive Statement: The emphasis is on the recognition and correction of hazards that could result in accidents, such as falls, poisoning, and electrocution. Safety practices for babysitters should be included.

8.16 **The student will demonstrate and explain proper fire safety practices.**
Descriptive Statement: The emphasis is on fire prevention, for example, knowing cooking safety and understanding the fire tetrahedron (the four components of a fire situation) and on fire survival skills, including how to report a fire and devise and implement an effective evacuation plan.

8.17 **The student will explain safety rules and safety practices for pedestrians, operators of bicycles and motorized vehicles, and users of public transportation.**
Descriptive Statement: The emphasis is on local and state laws governing pedestrians, laws and skills pertaining to the use of ATVs (all-terrain vehicles) and two-wheel vehicles, and safety practices for public transportation.

8.18 **The student will demonstrate knowledge of water safety and basic rescue skills.**
Descriptive Statement: The emphasis is on safety practices in and around swimming pools, bodies of water, boats, and other motorized water vehicles, and on non-swimming rescue skills.

8.19 **The student will demonstrate knowledge of the safe use and dangers of firearms and ammunition.**
Descriptive Statement: The emphasis is on safety practices while cleaning, loading, unloading, transporting, firing, and storing firearms.

HEALTH EDUCATION
STANDARDS OF LEARNING OBJECTIVES
NINTH GRADE

ALCOHOL AND OTHER DRUGS

9.1 **The student will know how and why to have a lifestyle free from alcohol and other drugs.**
Descriptive Statement: The emphasis is on developing poise in social situations, spending money on healthful products, participating in healthful activities, and knowing healthful ways to celebrate without the use of alcohol or other drugs.

9.2 **The student will examine interactions and problems in families with drug-dependent members and local resources available to help cope with drug-dependency within the family.**
Descriptive Statement: Emphasis is on viewing alcoholism and other drug dependencies as illnesses that affect all family members. Discussion should include the importance of acknowledging the problems caused by addictions and of getting help to cope with them.

9.3 **The student will identify high-risk behavior associated with the use of alcohol and other drugs.**
Descriptive Statement: The emphasis is on loss of inhibitions and impaired judgment which may contribute to date rape, crime, violence, suicide, teen pregnancy, and association with cults.

CONSUMER HEALTH

9.4 **The student will examine consumer health practices, products, and services to determine their validity, cost, quality, and safety and will evaluate advertising claims.**
Descriptive Statement: This includes selecting appropriate medical specialists, reviewing current health trends, reading labels, comparing generic with name-brand items, and analyzing advertisements. Special emphasis should be on quackery, fads, and misconceptions concerning health practices, products, and services, such as diet programs and fitness centers.

9.5 **The student will differentiate between wellness and self-medication.**
Descriptive Statement: The emphasis is on wellness through good health habits, regular health assessment, and self-examination as opposed to self-diagnosis and self-medication involving the misuse of prescription and over-the-counter drugs such as steroids, vitamins, cold remedies, and pain relievers.

DISEASE PREVENTION AND CONTROL

9.6 **The student will describe the causes and symptoms of certain diseases whose causative agents are organisms (e.g., viruses, bacteria, spirochetes, protozoa, fungi, rickettsias, and metazoa).**
Descriptive Statement: The emphasis should be on influenza, the common cold, sexually transmitted diseases including AIDS (Acquired Immune Deficiency Syndrome), tetanus, rubella, hepatitis, athlete's foot, pneumonia, Rocky Mountain spotted fever, Lyme disease, and parasitic worms.

9.7 **The student will identify the methods of transmission and prevention of diseases.**
Descriptive Statement: The focus is on the means of pathogenic entry, the body's natural defenses, immunization, avoidance of high-risk behavior, and practices that prevent disease transmission.

9.8 **The student will learn what causes noncommunicable (noninfectious) diseases and know ways to reduce the risks of getting them.**
Descriptive Statement: This involves distinctions of neurological, dietary, hereditary, and joint diseases with special emphasis on cardiovascular disease, cancer, and alcoholism.

9.9 **The student will identify available sources of counseling, treatment, and information related to diseases.**
Descriptive Statement: The emphasis is on available school and community resources, such as the school nurse, guidance counselor, health department, private physicians, clinics, counseling agencies, and hot lines.

FIRST AID

9.10 **The student will know the causes and recognize the symptoms of respiratory emergencies and cardiac arrest and will know basic first aid for treating these conditions.**
Descriptive Statement: This includes clearing obstructed airways, learning artificial respiration, and cardiopulmonary resuscitation (CPR).

9.11 **The student will demonstrate knowledge of symptoms of sudden illness and the appropriate first aid.**
Descriptive Statement: This pertains to heart attack, stroke, fainting, convulsions, and seizures.

9.12 **The student will identify causes, symptoms, and treatment of shock and will use first aid procedures.**
Descriptive Statement: This includes emergencies that may lead to shock (e.g., poisoning, drug abuse and misuse, bleeding, burns, and respiratory arrest).

9.13 **The student will know the causes, symptoms, and first aid treatment for frostbite, hypothermia, heat stroke, and heat exhaustion.**
Descriptive Statement: The student should practice the techniques as well as describe them.

9.14 **The student will know signs and symptoms of injuries to bones, joints, and muscles and will demonstrate first aid for each.**
Descriptive Statement: The emphasis is on signs, symptoms, and first aid for fractures, dislocations, sprains, and strains.

9.15 **The student will demonstrate methods of safely transporting ill and/or injured persons.**
Descriptive Statement: This includes the chair carry, fore-and-aft carry, four-handed seat carry, blanket carries, and the use of stretchers.

9.16 **The student will prepare a first aid kit.**
Descriptive Statement: The emphasis is on including essential supplies, such as dressings, bandages, band-aids, tape, alcohol and emergency phone numbers.

PERSONAL HEALTH, GROWTH, AND WELLNESS

9.17 **The student will describe the stages of a workout and the training principles.**
Descriptive Statement: The principles include frequency, intensity, and time as well as progression, specificity, and overload. Stages of a workout include warmup, workout, and cool-down.

9.18 **The student will analyze types of exercises as they relate to the components of fitness and will calculate his/her target heart rate.**
Descriptive Statement: This includes defining the terms aerobic, anaerobic, isometric, isotonic, isokinetic, resting pulse, maximal pulse rate, and target heart rate.

9.19 **The student will identify guidelines for starting and maintaining a personal fitness plan.**
Descriptive Statement: The emphasis is on goal setting, appropriate exercises, equipment, safety, and evaluation.

9.20 **The student will recognize how nutrition relates to physical fitness.**
Descriptive Statement: The emphasis is on selecting a proper diet to balance the amount of caloric intake with physical activity.

9.21 **The student will demonstrate an understanding of the relationship of diet to mental and physical performance, growth, and development and to general health.**
Descriptive Statement: Emphasis is on knowing what nutrients are needed in what quantities for mental balance and alertness, physical strength and stamina, and general health and what substances should be limited (e.g., fats) or entirely avoided (e.g., steroids, alcohol).

HEALTH EDUCATION
STANDARDS OF LEARNING OBJECTIVES

TENTH GRADE

ALCOHOL AND OTHER DRUGS

10.1 **The student will design a personal plan for not using alcohol and other drugs.**
Descriptive Statement: The emphasis is on practicing communication skills, assertiveness techniques, and decision-making strategies necessary for a successful "refusal."

10.2 **The student will recognize the pathology of the disease of addiction.**
Descriptive Statement: The emphasis is on predisposition to addiction, the signs of drug abuse, and the behaviors associated with chemical dependency.

10.3 **The student will examine and participate in drug-free recreational activities.**
Descriptive Statement: This includes discussing the benefits of alternative activities, compiling a list of drug-free activities, and participating in drug-free activities.

10.4 **The student will analyze marketing techniques used for the sale of legal and illegal drugs and will practice strategies for resistance.**
Descriptive Statement: The emphasis is on the identification of sales techniques and the formulation of counter-arguments. Discussion should include propaganda used to sell both legal drugs (alcohol and tobacco) and illegal street drugs.

10.5 **The student will demonstrate an understanding of the effects of alcohol and other drugs on society.**
Descriptive Statement: The emphasis will be on the examination of the impact of alcohol and other drug use on communities, the dangers of gang and cult involvement, the increase in violence in society, and the cost to society for rehabilitation.

MENTAL HEALTH

10.6 **The student will identify and practice positive coping skills to deal with traumatic situations and events.**
Descriptive Statement: The emphasis is on situations or events such as the inability to recognize and express feelings, ineffective communication, changing environment, experiencing a loss or a death, changing family structure and roles, and entering adulthood. Skills should include, but not be limited to, using healthy ways to express anger and grief, taking the appropriate action when suicidal behavior is recognized, and resolving conflicts effectively.

10.7 **The student will define and distinguish among the defense mechanisms associated with emotional conflict.**
Descriptive Statement: This involves response patterns such as denial, projection, rationalization, identification, compensation, displacement, and repression.

10.8 **The student will identify causes, bodily reactions, and methods of coping with both negative and positive stress.**
Descriptive Statement: The body's reaction to day-to-day stress could include blushing, increased heart rate, headache, and irritability. Conditions resulting from prolonged, unmanaged stress could include stomach ulcers, reduced immunity to common infections, and high blood pressure. Emphasis should also be placed on positive methods of reducing stress.

10.9 **The student will identify symptoms that suggest the need to seek help from mental health or other helping professionals.**
Descriptive Statement: The emphasis is on understanding the difference between normal ups and downs and problems that may indicate the need for professional help, such as anxiety attacks, depression, lack of self-control or self discipline, eating disorders, and phobias.

10.10 **The student will recognize the normality of feeling and expressing negative emotions sometimes and demonstrate awareness of healthy ways of dealing with these emotions.**
Descriptive Statement: Emphasis is on recognizing when one is feeling sad, lonely, depressed, angry, frustrated, and bored and on learning how to handle these feelings in ways that are healthy and not harmful to others.

10.11 **The student will locate and become familiar with mental health resources.**
Descriptive Statement: The emphasis is on available resources (such as family counseling, mental health clinics, and social services) for the prevention and treatment of mental disorders and alcohol and other drug-related problems.

10.12 **The student will explain the relationship of the nervous and endocrine systems to human behavior.**
Descriptive Statement: The emphasis is on locating and describing parts of these systems and discussing how they affect behavior and mental well-being.

10.13 **The student will explain the basic physical and emotional needs that influence human behavior.**
Descriptive Statement: The emphasis is on identifying needs such as shelter, food, love, security, and self-esteem as behavioral influences.

10.14 **The student will describe and practice attitudes, habits, and skills that lead to good mental health.**
Descriptive Statement: This includes characteristics and skills such as self-confidence, friendliness, thoughtfulness, self-reliance, self-appraisal, and respect.

10.15 **The student will demonstrate age-appropriate skill in solving problems.**
Descriptive Statement: The emphasis is on recognizing when it is appropriate to make decisions independently and when it is wise to involve resource persons, such as friends, parents, and helping professionals, and also on becoming skilled in gathering data, analyzing alternatives, weighing consequences, and considering values when making decisions.

10.16 **The student will demonstrate skill in differentiating between music that contributes to positive mental and physical states and that which does not produce positive effects.**
Descriptive Statement: The emphasis is on having the student know the effects of certain tones, beats, and rhythms on the body, mind, and emotions and on becoming skilled in recognizing those effects on himself/herself.

10.17 **The student will recognize how relationships with others affect the way one feels about himself/herself and recognize that he/she has choices with regard to interpersonal relationships.**
Descriptive Statement: The emphasis is on the importance of exercising one's right to choose relationships with persons who affirm and encourage one's positive characteristics, rather than with persons who focus on and/or encourage one's negative characteristics.

10.18 **The student will recognize the effect that his/her choices of entertainment have upon his/her health, both physical and emotional, and understand the importance of healthful choices.**
Descriptive Statement: The emphasis is on recognizing the effects of various kinds of entertainment on one's physical and emotional well-being and on learning the importance of choosing entertainment that contributes to positive regard for oneself and others.

MARRIAGE, PARENTHOOD, AND FAMILY RELATIONSHIPS

10.19 **The student will describe how physical changes impact on adolescents both psychologically and socially.**
Descriptive Statement: The emphasis is on the maturation process and its effect on relationships and dating.

10.20 **The student will identify factors to be considered in preparation for courtship and marriage.**
Descriptive Statement: The focus is on factors such as individual and mutual interests, comfort with the individual, values, goals, and expectations.

10.21 **The student will examine factors to consider when planning for a family.**
Descriptive Statement: The emphasis is on the responsibilities of parenting, effective methods of spacing children, and research about the cost of having and caring for a child until the age of 18. Discussion includes choices with regard to getting married or staying single, having or not having children (biologically or by adoption), etc.

10.22 **The student will recognize the importance of a supportive relationship between the mother and father through pregnancy and birth and parenting.**
Descriptive Statement: The emphasis is on cooperative efforts, mutual support, and sharing responsibilities to provide for the emotional and physical needs of each parent during pregnancy and parenting.

10.23 **The student will describe embryonic and fetal development.**
Descriptive Statement: This includes factors which are known to contribute to healthy development, especially the mother's physical and emotional health, and dangers associated with maternal alcohol or drug use (fetal alcohol syndrome) during pregnancy and lactation.

10.24 **The student will explain the importance to both mother and baby of adequate prenatal care and a healthy lifestyle during pregnancy.**
Descriptive Statement: The emphasis is on medical, physical, and psychological needs of the mother during each trimester of pregnancy.

10.25 **The student will show knowledge, skills and attitudes needed to be an effective parent and an awareness of the community resources available to assist parents in developing and using these skills.**
Descriptive Statement: This includes understanding the importance of breastfeeding babies to establish immunities and emotional security and of the ongoing need of children for hugging and nurturance, love and respect, a healthy and safe environment, proper nutrition and medical care, consistent and fair discipline, and verbal and cultural stimulation.

10.26 **The student will evaluate the roles and responsibilities of each family member.**
Descriptive Statement: The emphasis is on the family as a unit and the contributions and responsibilities of each member. Attention should be given to how situations and events, such as, divorce, relocation, death, family violence, alcoholism, and working parent(s), may affect family members' roles and responsibilities.

10.27 **The student will be able to locate and use resources and agencies available for assistance with parenthood and family relationships.**
Descriptive Statement: The focus is on community organizations that deal with parenting, child-rearing, addiction, drug problems, and problems of child abuse, neglect, and exploitation.

PERSONAL HEALTH, GROWTH, AND WELLNESS

10.28 **The student will recognize the importance of making total fitness a life-long goal.**
Descriptive Statement: The student will review the components that lead to total fitness and formulate a fitness program that can be adjusted to the different stages of life.

DRIVER EDUCATION
STANDARDS OF LEARNING OBJECTIVES

TENTH GRADE

10.1D **The student will identify the elements that make up the highway transportation system and explain how they interact.**
Descriptive Statement: The emphasis is on the interaction of people, vehicles, and roadways.

10.2D **The student will identify and examine the legal responsibilities of owning and equipping a motor vehicle.**
Descriptive Statement: The emphasis is on Virginia state laws that regulate vehicle ownership, registration, licensing, inspection, insurance coverage, and protective systems.

10.3D **The student will demonstrate knowledge of those sections of Virginia state law that regulate the action of people using the highway transportation system.**
Descriptive Statement: This includes knowledge of signs, signals, roadway markings, right-of-way and speed regulations, and how to yield to emergency vehicles.

10.4D **The student will identify, explain, and read or operate vehicle gauges and controls.**
Descriptive Statement: This objective includes locating and reading or operating devices for information, communication, visibility, comfort control, and security on vehicles with standard or automatic transmissions.

10.5D **The student will explain time-space management necessary for the safe operation and control of a motor vehicle.**
Descriptive Statement: The emphasis is on steering, braking, accelerating, and decelerating in relation to traffic flow. This includes following distances, space margins, and lateral movements.

10.6D **The student will identify personal factors that influence driver behavior.**
Descriptive Statement: This includes factors such as fatigue, illness, emotions, physical disabilities, and mental disorders that relate to alertness and reaction time.

10.7D **The student will identify chemical factors that influence driver behavior.**
Descriptive Statement: The emphasis is on understanding the effects of alcohol and other drugs on the operator of a vehicle.

10.8D **The student will understand the need for, the importance of, and the proper use of protective systems.**
Descriptive Statement: The emphasis is on active, passive, and child protective systems and their proper use.

10.9D **The student will use decision-making skills in making effective judgments.**
Descriptive Statement: The emphasis is on defensive driving, including the IPDE process (identify, predict, decide, and execute).

10.10D **The student will recognize the effect of natural forces on the driving task.**
Descriptive Statement: This pertains to the laws of nature: centrifugal force, inertia, energy of motion (kinetic energy), friction, and gravity.

10.11D **The student will formulate strategies and/or options for responding to hazardous driving conditions.**
Descriptive Statement: The emphasis is on identifying and responding to unfavorable road conditions, adverse weather/environment conditions, and other hazards.

10.12D **The student will identify and evaluate strategies and/or options for responding to emergency situations or situations requiring evasive maneuvers.**
Descriptive Statement: This refers to situations such as tire or brake failure, accelerator malfunction, or problems arising from driver and pedestrian judgment errors and ways to respond, including the use of flares, controlled braking (threshold braking), skid control, and off-road recovery.

10.13D **The student will identify and evaluate various factors that should be considered when assessing personal transportation needs.**
Descriptive Statement: Factors include vehicle safety, design features, protective systems, equipment options, overall price of the vehicle, and the cost of maintenance, insurance, and fuel consumption.

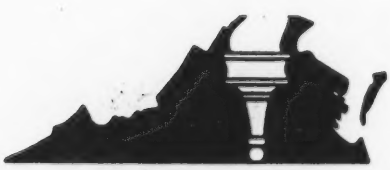
10.14D **The student will identify the major components of a motor vehicle and describe the warning signs which may indicate the need for repair, replacement, or maintenance.**
Descriptive Statement: This requires basic knowledge of major components, such as the electrical, cooling, fuel exhaust, lubrication, steering, suspension, and braking systems, as well as possible malfunctions of each.

10.15D **The student will demonstrate knowledge of the handling characteristics and safety considerations of recreational vehicles.**
Descriptive Statement: This pertains to the maneuverability, physical limitations, and laws pertaining to recreational vehicles, such as motorcycles, bicycles, mopeds, trailers, and motor homes.

10.16D **The student will demonstrate knowledge of map reading skills, compute distances, and plan routes.**
Descriptive Statement: This includes reading map legends, mileage charts, and city inserts for efficient maneuverability from one destination to another.

10.17D **The student will demonstrate awareness of fire safety procedures for motorists.**
Descriptive Statement: This includes the use of proper procedures for using a gasoline pump, handling an overheated vehicle, disposing of cigarettes, and transporting propane cylinders.

10.18D **The student will know how to respond in case of an accident or car failure.**
Descriptive Statement: This includes how to use items in an emergency road kit (such as flares), how to interact if another driver is involved, and how to report an accident.



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